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ABSTRACT

The project was designed to develop and test instructional packages from a selected list of 149 competencies (identified in a separate study done by North Carolina State University) needed by vocational administrators for effectively administering vocational education in local education agencies. The packages were designed for use in West Virginia, but with a high level of transportability. Project activities included developing alternative techniques and instruments for assessing competency levels of individual vocational administrators, then constructing and evaluating performance based units and modules for each competency. The project resulted in twelve instructional units based on each of twelve competencies selected from a total of thirty major competency areas comprised of the original list of 149 essential competencies. (This report of the project includes the list of 149 essential competencies and the resulting thirty major competency areas and their respective subskill areas.) (SH)

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ED145152

Final Report

Project No. 498AH50158
Grant No. G007500441

Developing A Performance Based Professional Development Program For Vocational Administrators

by

Charles I. Jones
and
Patricia Lawson

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Marshall University
Huntington, West Virginia

February 25, 1977

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U. S. Department of
Health, Education and Welfare

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Abstract

This project was designed to develop and test select instructional packages from a list of competencies required by individuals for effectively administering vocational education in local education agencies in West Virginia. One hundred and forty-nine competencies needed by local vocational administrators were identified under prior contract by Coster, in the Center for Occupational Education, Research and Development, North Carolina State University, Raleigh, North Carolina.

For each competency area a review of literature was completed. Past writings as well as very recent publications were read. From the literature review, the competencies in each area were ordered into a logical sequence. These competencies, as stated in the proposal, were to be developed into instructional packages. A sample format was devised from modules obtained from other State Departments of Education and Universities. An instructional module format, to meet the particular needs of those projects was developed and refined.

There were two evaluation instruments developed to evaluate the competency-based individualized instructional units. These instruments were designed to cover all relevant factors. The first evaluation instrument dealt with the module content, format and general appearance.

The development of the instructional packages was contracted with individuals recognized nationally for their expertise in the specific competency areas. After instructional packages were developed, each was administered to a group of present or perspective local administrators and a technical review team for revision and refinement. The instructional packages for each of the twelve selected competencies are completed with the final report.

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CHAPTER I

INTRODUCTION

Vocational-Technical Education in West Virginia has been experiencing rapid and increasing development and expansion during the past ten years. New area vocational schools have been constructed and older schools refurbished and expanded. Each of the 55 counties now has administrative personnel assigned either full or part time to administering and supervising and vocational-technical program. The Bureau of Vocational, Technical and Adult Education, The Management Information System, Vocational Personnel report for October 1, 1974 lists 104 persons at the local level with direct administrative responsibilities. Five new local directors were added during 1974 and the turnover rate is approximately 15% in addition to the new local administrators employed in the expansion program. This particular set of circumstances requires the training and/or retraining of approximately 20 persons per year.

Coster, et al notes that ... the administrators of vocational education at the local education agency level requires specific knowledges and skills appropriate to the vocational education sub-system and related economic, social, and education systems.[1]

Assurances that all components of the system function at optimum levels is necessary to the achievements of the established goals and objectives of vocational education as described in the federal legislation and recognized as local needs.

That specific knowledges and skills are required for local education agency vocational administrators is attested to by the State level vocational administrators. As new personnel come aboard at the local level several years of experience and extensive training is usually required before the new administrator becomes proficient in his role as local director of vocational education.

Quality programs[2] [3] of Vocational-Technical Education exists only when teaching and administrative personnel possess the knowledge and

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[1]John K. Coster, et al., "The Identifications of Competencies of Local Directors of Vocational Education," Final Report for Project No. WV-72-P-2, Center for Occupational Education, N. C. State University, Raleigh, N. C., 1973.

[2]Calvin J. Cotrell and others, Model Curricula for Vocational and Technical Teacher Education: Report V--General Objectives. Set 2 (Columbus, Ohio: The Center for Vocational and Technical Education, 1972).

[3]Duane L. Blake, "Objectives of the Core Curricula in Vocational Teacher Education--Operational Vistas," Emerging Teacher Education Curricular Models. ed. Edward T. Ferguson (Columbus, Ohio: The Center for Vocational and Technical Education, 1971). pp. 47-69.

competencies, to plan, develop, implement, and evaluate (1) curricular materials, (2) instructional procedures, (3) measurement techniques, (4) administration and management, (5) guidance activities, (6) coordination techniques, (7) public relations, and (8) youth organizations.

The necessity of providing for professional preparation programs in Vocational Education was recognized in the Smith-Hughes Act[1] of 1917. Many educators have very candidly expressed their concern for the lack of vocational teacher and administration preparation programs. One such educator is Grant Venn who very succinctly expressed his concern.

> *One of the greatest handicaps to the improvement and expansion of Vocational and Technical Education is the desperate shortage of qualified teachers and administrators... Ultimately, Vocational and Technical Education will be as good as those who teach it, and the preparation and continued up-dating of teachers for it must become the responsibility of the colleges and universities with experience in teacher education and schools and departments in the relevant disciplines... Not all institutions of higher education should undertake programs of Vocational and Technical Education. But many additional colleges and universities must provide the particular service, they are qualified to give to this form of instruction.*[2]

Rationale

Individualized prescribed instruction as described by Briggs, Gagne', et al, particularly at the graduate level is based on the assumption that professional educators come into college and university courses with a wide variety of experiences and sensory receptor levels.[3] [4] The individual's prior professional experiences suggests that all persons in a particular class do not need to engage in the same lectures and other teaching-learning transactions in order to achieve the optimum competencies prescribed for a particular course.[5] The wide range of sensory receptor

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[1] U.S. Congress, The Smith-Hughes Act. Public Law No. 347, 64th Congress (1917).

[2] Grant Venn, Man Education and Work. (Washington, D.C.: American Council on Education, 1964), pp. 151-153.

[3] Leslie J. Briggs, Robert M. Gagne', et al., Instructional Media: A Suggested Procedure for the Design of Multi-Media Instruction, A Critical Review of Research, Pittsburgh, Pa., 1967.

[4] Ronald C. Doll, ed., The ASCD 1964 Yearbook. Association for Supervision and Curriculum Development, Pittsburgh, Pa., 1967.

[5] David Bjorkquist, What Vocational Education Teachers Should Know About Individualizing Instruction, ERIC Clearinghouse on Vocational and Technical Education. The Ohio State University, Columbus, Ohio, November, 1971.

levels and the individual's sensory response to stimuli gives credence to the need for varying stimuli in order to achieve the behavioral pattern appropriate to selected competencies in a particular professional education area. Coupled with these concepts for achieving the optimum professional competencies in the time-frame given for university credit courses required for teacher and administrator liscensure and certification, there is a recognition that:

A. Teacher education courses, programs, and curricula have been developed and adopted based on deductive reasoning rather than job analysis.

B. Professional development programs, curricula, and courses are based on selected content without reference to the students prior knowledge of teaching and his competence in applying, analyzing, and synthesizing this knowledge either in a simulated or actual situation.

C. Studies in the areas of teaching competencies indicate that performance in professional courses is not a reliable measure for predicting teacher success.

Based on these assumptions there is a need for a redirection of university graduate programs that will lead to a higher level of validity in the professional development phase of vocational administrator education.

This project was designed as a multiphased process to explore and implement on a pilot basis concepts (1) for assessing competencies for administrative professionals in vocational areas, (2) alternatives for acquiring professional competencies based on packaged individualized prescribed instruction, and (3) an evaluation of the individualized prescribed instruction as a method for achieving professional development goals.

Assumptions

This project was based on the following assumptions:

A. The professional competencies needed by persons to perform effectively in administrative positions in the vocational system can be identified and described in behavioral terms.

B. Appropriate professional behaviors can be acquired through participation in professional development courses, including practicums and internships.

C. Teaching-learning transactions appropriate to acquiring appropriate behaviors can be designed and packaged by units or modules.

D. Undergraduate and graduate courses can be designed in units or modules of related behaviors appropriate to selected professional positions.

E. An undergraduate or graduate program in vocational education personnel development can be made up of a cluster of units or modules that can be divided into courses describing the several roles comprising selected positions.

F. The professional competencies held by individuals can be assessed by professional development personnel and by the individual himself.

G. To perform at an optimum level in a given professional position, an individual needs to acquire through graduate professional courses only those competencies not held at entry into his professional education program.

H. The individual should be provided an opportunity to develop a professional education program by selecting units for acquiring behaviors appropriate to his professional goals with credit for previously held competencies without regard to courses based on Carnegie Units.

Specific Objective of this Project

In view of the need for developing alternative approaches to training directors and supervisors of vocational education, the major objective of the project was:

> To develop a set of competency-based individualized instructional units appropriate to the high priority activities in the role of vocational education administrators in local education agencies.

As conceptualized, these instructional units were designed for short term preservice training programs and, where appropriate, in inservice programs for local vocational administrators.

Ultimately, as proposed, the developed units are to be incorporated in the graduate level vocational administrator training program now provided by the Department of Occupational, Adult and Safety Education.

The expected results of the total project were:

A. A list of identified and validated competencies appropriate to the role of the vocational administrators in the local education agency.

B. Techniques and instruments appropriate to assessing the competencies possessed by individuals in the role of vocational administrators in the local education agency.

C. A series of performance based individualized instructional units designed to provide learning activities appropriate for individuals to acquire high priority competencies needed in the role of the vocational administrator in the local education agency.

The expected benefits visualized as a result of the activities proposed in this project were:

A. New personnel employed to fulfill the role of the vocational administrator in the local education agency will have an opportunity to acquire certain high priority competencies before moving into a position. In effect, this should provide an alternative to the systemic trauma most often experienced by both the new person coming aboard and the operational supervisory and administrative personnel at the local and state levels.

B. It is expected that the addition of the competency based training system for vocational administrators will substantially enhance the graduate level administrator development program presently in operation at Marshall University. As visualized, the entire vocational-technical education graduate program at Marshall University will be developed and conducted as a competency based individualized system.

CHAPTER II

METHODS AND PROCEDURES

In order to develop an operational competency based vocational administrator training program with resulting end products characterized by a high level of transportability certain identifiable process objectives described in the current literature of competency based curriculum development were appropriate for this project:[1] [2] [3]

A. Determine the competencies needed by local vocational administrators.

(1) Develop a system for the organization and priority assignment of competencies.

(2) Identify and validate the competencies required.

(3) Develop a competency based model designed to support the vocational administrator training program.

(4) Identify the criteria to support the need for each competency.

B. Develop alternative methods for assessing the competencies prospective and present vocational administrators in the local education agency.

(1) Identify the job entry level competencies required of persons employed as local directors of vocational education.

(2) Construct criteria to measure each competency.

(3) Develop measuring devices (tests, simulations) to assess the level of competence held by each person entering the training program.

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[1]John T. Adbert and Eugene E. Troller, "Career Education Personnel Model," OE Project V-261041, University of Michigan, Ann Arbor, 1974, pp. 3-4.

[2]Dan E. Vogler, "The Development and Implementation of Preservice and Inservice Teacher Education Programs Designed to Meet Certification and Baccalaureate Degree Requirements," University of Michigan, Ann Arbor, 1974, pp. 1-17.

[3]H. Baird and D. Belt, "Some Organizational Problems Encountered In Implementing Competency Based Education," Paper presented at the Annual Meeting of the American Education Research Association, New Orleans, March 1973, ED 084-221.

(4) Administer and revise the assessment techniques.

C. Construct Performance Based Units and Modules for each high priority competency identified in the role of the local vocational administrator.

(1) Assign priority levels to each competency identified and validated.

(2) Following the competency based model developed in the procedures for achieving objective #1 above, construct units and modules for individualized competency based learning packages.

D. Evaluate the individualized competency based learning packages and revise to achieve the overall objective of this project.

(1) Select an appropriate population of new vocational administrators.

(2) Conduct competency assessment techniques.

(3) Administer selected learning packages.

(4) Revise packages where necessary for individuals to acquire the competency specified.

Approach

The procedures for this project were visualized in the following components: (1) a study of the competencies needed by local directors of vocational education and teachers with across-the-board responsibilities, (2) a study of alternatives for assessing an individuals competencies in relation to his professional goals in the vocational system, (3) the development of individualized instruction in courses designed to provide opportunities to acquire the competencies needed by persons with identified professional goals in selected areas of the vocational education system, and (4) an evaluation of the individualized prescribed instruction system. As conceived, operationalizing each component comprised separate phases of the overall project as follows:

Phase I Determining Competencies Needed by Vocational Administrators in the Local Education Agency.

Phase II Develop Alternative Methods for Assessing Competencies of Prospective and Present Vocational Administrators in the Local Education Agency.

Phase III Construction of Performance Based Units and Modules for each High Performance Competency Identified in the Role of the Local Vocational Administrator.

Phase IV An Evaluation of the Individualized Prescribed Instruction System.

Phase I. Determining the Competencies Needed by Vocational Administrators in the Local Education Agency.

The procedures for developing Phase #1 consisted of organizing a working committee. This committee was concerned with identifying and describing the competencies needed by directors and supervisors of vocational education programs in the local education agency. The committee is to be made up of two local directors, two state staff members and one teacher trainer (project director).

The work of this committee will begin January 1, 1975 with the assigned task of achieving objective #1, of this proposal by June 30, 1975. Preliminary work in the identification of competencies of local vocational directors was conducted by the Center for Occupational Education, North Carolina State University in a project sponsored by the West Virginia Bureau of Vocational, Technical, and Adult Education and entitled: "The Identification of Competencies of Local Directors of Vocational Education."

Phase II. Develop Alternative Methods for Assessing Competencies Prospective and Present Vocational Administrators in the Local Education Agency.

The work in Phase II is conceptualized as the development of techniques and instruments for assessing competency levels of individual vocational administrators. Criteria and procedures for developing the assessment techniques were developed by the committee assigned to identify and validate competencies. The procedures were followed as the performance based individualized modules are constructed in Phase III.

Phase II was to be concerned with a search for alternatives to assessing the professional competence (knowledge, application, and synthesis) of persons entering the professional personnel development program in Vocational Technical Education to be developed in Phase III of this project. The methodological approach to searching for alternatives consisted of (1) organizing a working committee to review the literature of competency assessment, (3) construct one or more procedures based on theoretical components identified, (4) develop instrumentation for carrying out procedures, (5) conduct simulation trial procedures, (6) evaluate the simulation results, (7) recommend alternatives.

Phase III. Construction of Performance Based Units and Modules for each High Priority Competency Identified in the Role of the Local Administrator.

This funding requested for this particular project was focused on the development of performance based units and modules. The work in Phase I was carried out before the funding period for this project. Phase II was carried out in conjunction with the development of the performance based learning packages. The committee described in Phase I constituted the Technical Assistance Management Group for Phase III under the leadership of the project director and with the aid of the project coordinator. The development of learning packages, testing and revision of the packages was completed by December 30, 1976.

The selection and grouping of competencies which are essential for an administrator to do his/her job well was taken from a list identified in a separate study done by North Carolina State University.[1] The original list of competencies total 149. From these 149, 30 major areas were identified with the remaining 119 being categorized under each of the 30 areas.[2]

For each competency area a review of literature was completed. Past writings as well as very recent publications were read. From the literature review, the competencies in each area were ordered into a logical sequence. These competencies, as stated in the proposal, were to be developed into instructional packages. A sample format was devised from modules obtained from other State Departments of Education and Universities. An instructional module format, to meet our particular needs, was developed and refined.

The first two areas selected for the development of instructional materials were: Writing and Stating Characteristics of Persons Who Qualify as Handicapped or Disadvantaged and Effective Writing for Vocational Administrators. These were constructed by persons within the department and served as a trial run to determine the problems to be encountered with the format. From this procedure a competency sheet was redesigned and refined.

The remaining competency areas were reviewed with the intent of determining which areas were of greatest significance and could be contracted out to individuals to develop. Twelve module areas were selected to be contracted.[3] The adjusted amount for Contractual Unit Development was $5,500.00. Letters requesting contracts were sent out.[4] Contracts were issued for eight of the 12 areas and the names and addresses of the persons awarded the contracts can be found in Appendix E.

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[1]See Appendix A

[2]See Appendix B

[3]See Appendix C

[4]See Appendix D

When contracts for the modules had been completed, the materials agreed upon in the contract letter were sent to each individual contractor along with a schedule of due dates for each module. Consideration for those doing more than one module was made and they were given more time in which to complete their work.

Related Procedures

In order to gather materials on CBE which were already developed, and to exchange concepts and methods to better develop an acceptable module format, three site visitations were made. The Center for Vocational Education at Ohio State University visited there for two reasons: (1) to attend a symposium on Task Analysis which provided information and viewpoints, (2) to review the competency based teacher education curriculum project and discuss module formats, development and testing.

The second site visitation was to Virginia Polytechnic Institute and State University. VPI was involved in a similar project. Dr. Curtis Finch provided a competency list for Vocational Administrators they had developed. In addition printed handouts described and outlined the procedure for writing a module in a step-by-step process were provided.

The third site visitation was to the State Department of Education of Illinois. Modules on writing behavioral objectives and the domains of learning were selected from their ongoing project. Not only was the content of these particular modules extremely helpful in determining the "style" of our writing for our Modules, but they provided another format sample.

The Department of Educational Administration of Illinois State University provided a copy of ABC - Instructional Packages, "A Model Competency Based Program for the Preparation of Administrators of Occupational Career Education Programs." These had been prepared for the U. S. Office of Education, Contract Numbers PDT-B4-104 and PDT-B4-105. These are simply written but highly informative packages. At the beginning stages of our project they provided a guide for the specific types of situations in which a vocational administrator must work. Also specific objectives, activities and pre-post-tests were written. These materials later on in the project, when, working with consultants, provided ideas and guides with which they could prepare notes in certain competency areas for future modules.

During the time of these visitations and sessions of planning an ongoing review of literature of current and past articles, books and publications which dealt with Competency Based Education continued.

Since only six persons responded to our request for module letters, these six persons completed eight of the 12 major areas submitted for module development.

While the persons with whom contracts were entered to develop instructional materials were working on their materials, decisions concerning the competency areas remained. It was decided that consultants would be employed on a one day basis to come to Marshall University to work in developing notes from which instructional materials could be developed at a later time.

Because of the similarity in some of the competency areas remaining, the consultants who were hired would note that combining these areas would be most practical. The areas for which notes were developed were:

Area 1. Developing a Communication Program
Area 2. Assessing Current and Future Business and Industry Employment Needs in the Local Area and Region as well as the Nation
Area 3. Must be Knowledgeable of the Principles of School Administration

The persons chosen to develop the notes for the above three areas were selected for their known achievement in the areas on which they would be writing.[1]

An example of the letter requesting these persons to act as consultants and what would be involved can be found in Appendix F. Those persons employed by the State of West Virginia were not offered a fee or expense reimbursement.

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[1]See Appendix E

CHAPTER III

RESULTS

A total of thirty major competency areas appropriate to the skills required by vocational administrators in local education agencies were identified.[1] Twelve instructional units based on the following competencies were completed:

1. Must be able to organize and coordinate the activities of teachers, curriculum specialists, and consultant and advisory committees in Curriculum Development.

2. Must be able to organize and direct the total vocational program.

3. Must be familiar with current trends of business, industry, and education in the local area, region, and nation.

4. Must be able to organize and direct a program of inservice education.

5. Must be able to establish linkages with business and industry.

6. Must be familiar with the legal status, function and purpose of advisory committees.

7. Must be able to translate educational programs into facility requirements.

8. Must be able to develop a system for evaluating instruction.

9. Must be familiar with Federal, State and Local Legislation, Policies, and procedures pertaining to Personnel Management.

10. Must be able to identify sources of fiscal support for vocational education.

11. Must be knowledgeable of the principles of school administration.

12. Must be able to establish and maintain linkages between vocational education and general education.

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[1] See Appendix B.

The instructional units as developed and included in separate Appendix G are entitled:

Organizing for Vocational Curriculum Development Mini-Module Number 1.2

Planning for Vocational Curriculum Development Mini-Module Number 1.1

Coordinating Vocational Curriculum Development Mini-Module Number 1.3

Organize and Direct the Total Vocational Program

Industry Relations with Vocational Education

Organizing and Directing a Program of Inservice Staff Development

Advisory Committees in Vocational Administration

Effective Writing for Vocational Administration

Translating Educational Program into Facility Requirements

Developing a System for Evaluating Instruction

Establish and Maintain Linkages Between Vocational and General Education

Writing and Stating Characteristics of Persons Who Qualify as Handicapped or Disadvantaged

CHAPTER IV

CONCLUSION

The identification of competencies, the subsequent development and testing of instructional units related to identified competencies, and the use of such materials requires highly sophisticated curriculum research procedures. This process is not to be taken lightly, in haste, nor with out the aid of competent research and curriculum personnel.

Due to limited time frames, available qualified personnel and funding, twelve of the originally planned thirty competency areas were developed into instructional units. The completed instructional units are included as a part of this final report.

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*This bibliography lists only those sources cited in the body of this report. Extensive reference lists are included in each instructional unit.

APPENDIX A

(Numbers 119, 123, 143 are duplications of other competencies and have been omitted. Actual number is 146).

ESSENTIAL COMPETENCIES FOR VOCATIONAL ADMINISTRATORS

1. Must be able to organize and coordinate the activities of teachers, curriculum specialists, and consultant and advisory committees in curriculum development.
2. Must be familiar with the predominant theories of curriculum development.
3. Must be able to analyze and compare the predominant theories of curriculum development.
4. Must be able to adapt theories of curriculum development to vocational education.
5. Must be able to organize and direct strategies for improving instruction.
6. Must be able to organize and direct the total vocational program.
7. Must be able to plan for the total vocational education program.
8. Must be familiar with the policies and procedures of state and local board of education.
9. Must be able to write proposals for new programs.
10. Must be able to interpret the vocational education program to other educators and to the community.
11. Must be able to write a statement of purpose of each vocational program.
12. Must be able to interpret and defend the goals and objectives of the vocational education program.
13. Must be able to administer the policies of the vocational program.
14. Must be knowledgeable of priorities of the State Department of Education.
15. Must be knowledgeable of priorities of the U.S. Office of Education.
16. Must be familiar with current trends of business, industry, and education in the local area, region, and nation.
17. Must be able to identify and communicate with the power structure in the community.
18. Must be knowledgeable of federal and state vocational education program regulations.
19. Must be able to develop a long-range plan for building and equipment.

20. Must be able to design and conduct community surveys.

21. Must be able to determine and gather data to reveal needed program changes.

22. Must be able to determine cost estimates on buildings and equipment.

23. Must be knowledgeable of relevant building codes, regulations and contract procedures.

24. Must be able to write specifications for facilities and equipment.

25. Must be able to organize and direct a program of inservice education.

26. Must be able to write proposals for inservice education projects.

27. Must be knowledgeable of opportunities available for professional growth.

28. Must be familiar with the organizational relationships with the state educational system.

29. Must be familiar with the organizational relationship with the local educational system.

30. Must be able to prepare and submit reports required by the State Department of Education.

31. Must understand the legal responsibility assigned to the State Department of Education.

32. Must be able to establish linkages between VTE & business and industry.

33. Must be able to organize advisory committees.

34. Must be able to develop and install a system for evaluating the effectiveness of business and industry relationships.

35. Must be familiar with the legal status, function and purpose of advisory committees.

36. Must be knowledgeable of survey techniques and procedures.

37. Must be able to prepare survey instruments.

38. Must be able to analyze survey data.

39. Must be able to prepare reports and recommendations based on survey results.

40. Must be able to develop a long-range plan for the development of the physical plant.

41. Must be able to translate educational programs into facility requirements.

42. Must be able to write facility and equipment specifications for each program area.

43. Must be able to develop procedures for acquisition of equipment and instructional materials.

44. Must be able to develop a system for evaluating facilities and equipment.

45. Must be able to develop a system for evaluating instruction.

46. Must be knowledgeable of State Department of Education policies and regulations on design and layout of laboratory facilities.

47. Must be able to assess the need for inservice programs.

48. Must be able to develop procedures and criteria for selecting staff.

49. Must be able to develop procedures for recruiting staff.

50. Must be familiar with the minimum personnel qualifications as specified by state policies and regulations.

51. Must be familiar with federal and state legislation and state and local policies on staff selection.

52. Must be familiar with federal, state and local legislation, policies, and procedures pertaining to personnel management.

53. Must be able to design and install a system of personnel evaluation.

54. Must be familiar with federal acts, regulations and policies.

55. Must be familiar with state acts, regulations and policies.

56. Must be able to identify sources of fiscal support for vocational education.

57. Must be knowledgeable of the legislative process.

58. Must be able to communicate with local, state and federal officials.

59. Must be able to establish office procedures.

60. Must be familiar with state system of fiscal control.

61. Must be able to organize and supervise clerical staff.

62. Must be able to establish inventory procedures for supplies and equipment.

63. Must be knowledgeable of federal, state and local acts, regulations, policies and procedures for accounting for use of supplies and equipment.

64. Must be knowledgeable of federal, state and local acts, regulations, policies and procedures on commingling of funds.

65. Must be able to write mission statements for the vocational education system.

66. Must be able to delineate contemporary trends and issues in vocational education.

67. Must be knowledgeable of the principles of school administration.

68. Must be able to state procedures for development of school policies.

69. Must be able to prepare and present oral and written reports.

70. Must be able to write a statement of philosophy of vocational education.

71. Must be able to state federal and state goals for vocational education.

72. Must be able to develop a system of review and evaluation of goals and objectives of the vocational education system.

73. Must be knowledgeable of the principles of supervision.

74. Must be able to distinguish among ability and performance of members of the staff.

75. Must be familiar with the objectives of each vocational program.

76. Must be able to identify and describe methods of instruction appropriate for obtaining diverse objectives.

77. Must be able to develop and apply standards and criteria for appraisal of instruction.

78. Must be knowledgeable of contemporary trends in industry.

79. Must be familiar with the current literature on teaching techniques.

80. Must be familiar with methods, techniques and procedures for curriculum development.

81. Must be able to establish standards for evaluating the procedures for curriculum development.

82. Must be familiar with the literature on curriculum development.

83. Must be able to establish procedures for obtaining and providing resource materials to the staff.

84. Must be able to utilize occupational analysis in curriculum development.

85. Must be able to develop a course of study.

86. Must be able to develop course outlines.

87. Must be able to locate and utilize sources of information for curriculum development.

88. Must be able to write an annual report.

89. Must be able to develop and install a system of internal and external communications.

90. Must be able to develop an administrative handbook for the vocational educational system.

91. Must be able to prepare and present reports to higher administrative officers.

92. Must be able to write memorandums and bulletins.

93. Must be able to write job descriptions for positions in the vocational education system.

94. Must be familiar with the techniques of job analysis and writing job descriptions.

95. Must be able to conduct a review of the functions assigned to staff positions.

96. Must be familiar with staff qualifications as given by the state agency of vocational education.

97. Must be familiar with staff qualifications as given by the state division of teacher certification.

98. Must be familiar with federal and state vocational education legislation.

99. Must be able to establish contact with state legislature.

100. Must be able to establish contact with federal legislature.

101. Must be knowledgeable of the role of the federal government in vocational education.

102. Must be knowledgeable of the history of federal support for vocational education.

103. Must be able to write letters.

104. Must be able to prepare newsletters and brochures.

105. Must be knowledgeable of the history and development of the American educational system.

106. Must be able to establish and maintain linkages between vocational education and general education.

107. Must be able to conduct a self-study of the vocational education system.

108. Must be able to design and conduct a needs assessment.

109. Must be able to determine needed program adjustments in light of social changes.

110. Must be able to identify economic changes and relate changes to vocational programs.

111. Must be able to identify changes in the occupational structure and to relate vocational programs to those changes.

112. Must be able to translate vocational program objectives into facility and equipment requirements.

113. Must be able to prepare long-range plans for facilities and equipment.

114. Must be able to prepare long-range plans for maintenance.

115. Must be able to write justification for replacement or modification of facilities and equipment.

116. Must be able to select custodial staff.

117. Must be able to supervise custodial staff.

118. Must be able to establish procedures for care and maintenance of equipment and facilities.

120. Must be knowledgeable of contemporary teaching methods and instructional strategies.

121. Must be able to establish criteria for evaluation of instruction.

122. Must be able to establish a feedback system in teacher evaluation.

124. Must be familiar with legislation provisions for exemplary programs.

125. Must be able to organize and direct a research program.

126. Must be able to organize and direct exemplary programs.

127. Must be able to utilize funding of projects in program development.

128. Must be familiar with funding sources for new projects.

129. Must be able to utilize findings from other fields in developing new projects.

130. Must be able to utilize state consultation services in developing exemplary programs.

131. Must be familiar with state policies on establishing new programs.

132. Must be able to assess needs of business and industry for new programs.

133. Must be able to determine placement potential for graduates of new programs in the region.

134. Must be able to evaluate exemplary programs or projects.

135. Must be familiar with the provisions of the Vocational Education Amendments of 1968.

136. Must be familiar with provisions of the State Plan for Vocational Education.

137. Must be able to develop a local plan on vocational education.

138. Must be able to state and describe sources of funds for the disadvantaged.

139. Must be able to write proposals for CETA supported programs.

140. Must be able to write or state characteristics of persons who qualify as disadvantaged.

141. Must be able to write or state characteristics of persons who qualify as handicapped.

142. Must be able to state the qualifications required for entry into specific occupations.

143. Must be able to state policies and regulations on class size.

145. Must be able to design and install a testing program for admission and guidance.

146. Must be able to design and install a public relations program.

147. Must be able to organize and direct a public relations program.

148. Must be knowledgeable of the board policies on public relations.

149. Must be knowledgeable of the essential community characteristics.

APPENDIX B

30 MAJOR COMPETENCY AREAS FOR VOCATIONAL ADMINISTRATION

#1 Must be able to organize and coordinate the activities of teachers, curriculum specialists, and consultant and advisory committees in Curriculum Development.

1-A Must be familiar with the predominant theories of curriculum development.

1-B Must be able to analyze and compare the predominant theories of curriculum development.

1-C Must be able to adapt theories of curriculum development to vocational education.

#5 Must be able to organize and direct strategies for improving instruction.

5-A Must be able to identify and describe methods of instruction appropriate for obtaining diverse objective.

5-B Must be able to develop and apply standard and criteria for appraisal of instruction.

5-C Must be familiar with current literature on teaching techniques.

5-D Must be able to establish criteria for evaluation of instruction.

5-E Managing by Objectives

5-F Orienting Staff

5-G In-Service Training

#6 Must be able to organize and direct the total vocational program.

6-A Must be able to interpret and defend the goals and objectives of the vocational education program.

6-B Must be able to administer the policies of the vocational program.

6-C Must be familiar with the objectives of each vocational program.

6-D (Look at competencies in Business Management).

#7 Must be able to plan for the total vocational education program.

7-A Must be able to write a statement of purpose of each vocational program.

7-B Must be familiar with federal acts, regulations and policies.

7-C Must be familiar with state acts, regulations and policies.

7-D Organization Structuring

7-E Using Data

7-F Solving Problems

7-G Budgeting

7-H Preparing the One and Five Year Plan

7-I Must be able to develop a local plan on vocational education.

#8 Must be familiar with the policies and procedures of state and local board of education.

8-A Must be familiar with state acts, regulations and policies.

8-B Must be familiar with the organizational relationships with the State Education System.

8-C Must be familiar with the organizational relationship with the local educational system.

#9 Must be able to write proposals for new programs.

9-A Must be familiar with funding sources for new projects.

9-B Must be able to utilize findings from other fields in developing new projects.

9-C Must be able to utilize state consultation services in developing exemplary programs.

9-D Must be familiar with state policies on establishing new programs.

9-E Must be able to follow the format from the particular agency funding is to be secured.

#16 Must be familiar with current trends of business, industry, and education in the local area, region, and nation.

16-A Should be able to identify and quantify population characteristics of people in the school area.

16-B Must be able to determine and gather data to reveal needed program changes. (Conduct a manpower study)

16-C Must be knowledgeable of the contemporary trends in industry.

16-D Must be able to delineate contemporary trends and issues in vocational education.

16-E Must be able to determine needed program adjustments in light of social changes.

16-F Must be able to identify economic changes and relate changes to vocational programs.

16-G Must be able to identify changes in the occupational structure and to relate vocational programs to those changes.

16-H Must be knowledgeable of survey techniques and procedures.

16-I Must be able to prepare survey instruments.

16-J Must be able to analyze survey data.

16-K Must be able to prepare reports and recommendations based on survey result.

#17 Must be able to identify and communicate with the power structure in the community.

17-A Must be knowledgeable of survey techniques and procedures.

17-B Must be able to prepare survey instruments.

17-C Must be able to analyze survey data.

17-D Must be able to prepare reports and recommendations based on survey result.

17-E Must be knowledgeable of the essential community characteristics.

17-F Using External Resources

17-G Involving Advisory Groups

17-H Enlisting Community Support

17-I Disseminating Program Information

#18 Must be knowledgeable of federal and state vocational education program regulations.

18-A Must be familiar with federal acts, regulations and policies.

18-B Must be familiar with state acts, regulations and policies.

18-C Must be familiar with federal and state vocational education legislation.

18-D Must be familiar with the provisions of the Vocational Education Amendments of 1968.

18-E Meeting Programs Approval Budget Requirements IL

#25 Must be able to organize and direct a program of inservice education.

25-A Must be able to write proposals for inservice education.

25-B Must be knowledgeable of opportunities available for professional growth.

25-C Must be able to assess the need for inservice program.

25-D In-Service Training IL

#30 Must be able to prepare and submit reports required by the state department of education.

30-A Must understand the legal responsibility assigned to the State Department of Education.

30-B Must be familiar with state acts, regulations and policies.

30-C Must be able to write an annual report.

30-D Must be able to write letters.

30-E Must be able to prepare newsletters and brochures.

30-F Must be able to write or state characteristics of persons who qualify as disadvantaged.

30-G Must be able to write or state characteristics of persons who qualify as handicapped.

30-H Must be able to state the qualifications required for entry into specific occupations.

30-I Must be able to prepare reports and recommendations based on survey results.

#32 Must be able to establish linkages with business and industry.

32-A Must be able to develop and install a system for evaluating the effectiveness of business and industry relationships.

32-B Enlisting Community Support IL

#35 Must be familiar with the legal status, function and purpose of advisory committees.

35-A Must be able to organize advisory committees.

35-B Mentions Identification Power Structure 36, 37, 38, 39 Mentions Surveys.

35-C Organization Structuring IL

35-D Using External Resources (DVTE) IL

35-E Involving Advisory Groups IL

35-F Enlisting Community Support IL

#41 Must be able to translate educational programs into facility requirements.

41-A Must be able to write facility and equipment specifications for each program area.

41-B Must be able to develop procedures for acquisition of equipment and instructional materials.

41-C Must be able to translate vocational program objectives into facility and equipment requirements.

41-D Must be able to prepare long-range plans for facilities and equipment.

41-E Must be able to prepare long-range plans for maintenance.

41-F Must be able to write justification for replacement or modification of facilities and equipment.

41-G Must be able to develop a long-range plan for building and equipment.

41-H Must be able to design and conduct community surveys.

41-I Must be able to determine cost estimates on building and equipment.

41-J Must be knowledgeable of relevant building codes, regulations and contract procedures.

41-K Must be able to write specifications for facilities and equipment.

41-L Must be able to develop a long-range plan for the development of the physical plant.

41-M School Plant Planning IL

41-N Must be able to develop a system for evaluating facilities and equipment.

#45 Must be able to develop a system for evaluating instruction.

45-A Must be able to identify and describe methods of instruction appropriate for obtaining diverse objective.

45-B Must be familiar with the current literature on teaching techniques.

45-C Must be knowledgeable of contemporary teaching methods and instructional strategies.

45-D Must be able to establish criteria for evaluation of instruction.

45-E Must be able to establish a feedback system in teacher evaluation.

#46 Plan special education programs for disadvantaged and handicapped students.

46-A Must be knowledgeable of federal and state vocational education program regulations.

46-B Must be familiar with federal and state vocational education legislation.

46-C Must be familiar with the provisions of the Vocational Education Amendments of 1968.

46-D Must be able to state and describe sources of funds for the disadvantaged.

46-E Must be able to write or state characteristics of persons who qualify as disadvantaged.

46-F Must be able to write or state characteristics of persons who qualify as handicapped.

46-G Must be able to determine placement potential for disadvantaged and handicapped graduates of new programs.

#52 Must be familiar with Federal, State and Local Legislation, Policies, and procedures pertaining to Personnel Management.

52-A Must be familiar with the minimum personnel qualifications as specified by state policies and regulations.

52-B Must be familiar with federal and state legislation and state and local policies on staff selection.

52-C Must be able to develop procedures for recruiting staff.

52-D Must be familiar with staff qualifications as given by the state agency of Voc-Education and the division of teacher certification.

#56 Must be able to identify sources of fiscal support for vocational education.

56-A Must be knowledgeable of federal, state and local acts, regulations, policies and procedures on commingling of funds.

56-B Must be familiar with funding sources for new projects.

56-C Must be able to state and describe sources of funds for the disadvantaged and handicapped and co-operative.

#58 Must be able to communicate with local, state and federal officials.

58-A Must be able to interpret and defend the goals and objectives of the vocational education program.

58-B Must be able to design and install a public relations program.

58-C Must be able to organize and direct a public relations program.

58-D Must be knowledgeable of the board policies on public relations.

58-E Enlisting Community Support IL

#60 Must be familiar with state system of Fiscal control.

60-A Must be able to determine cost estimates on buildings and equipment.

60-B The Vocational Administrator will be able to identify the components of and maintain an efficient record keeping system covering fiscal records, appropriate financial reports, inventories, equipment records, materials and supplies, student's records, personnel records and miscellaneous correspondence. In compliance with the Vocational Education State Plan of West Virginia.

60-C Must be knowledgeable of Federal, State and Local Acts, Regulations, Policies and Procedures for accounting for use of supplies and equipment.

#67 Must be knowledgeable of the principles of school administration.

67-A Must be able to state procedures for development of school policies.

67-B Must be able to conduct a review of the functions assigned to staff positions.

67-C Must be able to identify and communicate with the power structure in the community.

67-D Must be able to administer the policies of the vocational program.

67-E Must be familiar with the provisions of the Vocational Education Amendments of 1968-1972.

67-F Must be familiar with the organizational relationships with the state educational system.

67-G Must be familiar with the organizational relationship with the local educational system.

67-H Solving Problems IL

67-I Scheduling IL

67-J Purchasing IL

67-K Identifying Legal Requirements for Personnel Dismissal. IL

67-L Resolving Grievance IL

#73 Must be knowledgeable of the principles of supervision.

73-A Must be able to establish office procedures.

73-B Must be able to organize and supervise clerical staff.

73-C Must be knowledgeable of State Department of Education policies and regulations on design and layout of laboratory facilities.

73-D Must be familiar with the objectives of each vocational program.

73-E Must be able to supervise custodial staff.

73-F Solving Problems IL

73-G Must be able to select custodial staff.

#80 Must be familiar with methods, techniques and procedures for curriculum development.

80-A Must be familiar with the predominant theories of curriculum development.

80-B Must be able to analyze and compare the predominant theories of curriculum development.

80-C Must be able to adapt theories of curriculum development to vocational education.

80-D Must be able to establish standards for evaluating the procedures for curriculum development.

80-E Must be familiar with the literature on curriculum development.

80-F Must be able to establish procedures for obtaining and providing resource materials to the staff.

80-G Must be able to utilize occupational analysis in curriculum development.

80-H Must be able to develop a course of study.

80-I Must be able to develop course outlines.

80-J Must be able to locate and utilize sources of information for curriculum development.

80-K Managing by Objectives

#89 Must be able to develop and install a system of internal and external communication.

89-A Must be able to prepare and present oral and written reports.

89-B Must be able to write memorandums and bulletins.

89-C Must be able to design and install a public relations program.

89-D Must be able to organize and direct a public relations program.

89-E Must be knowledgeable of the board policies on public relations.

89-F Disseminating Program Information

#91 Must be able to prepare reports to higher administrative officers.

91-A Must be able to write an annual report.

91-B Must be able to prepare and present oral and written reports. Get copies of Forms, Student Enrollment, Number of Classes, Type of Classes, Qualification of Personnel, Adequacy of Facilities, Financial Claims, Projected Needs, Plans for operating and expandinging VTE Programs.

#106 Must be able to establish and maintain linkages between vocational education and general education.

106-A Must be able to delineate contemporary trends and issues in vocational education and general education.

106-B The Vocational Administrator must be able to promote the atmosphere of "education with a purpose for a purpose" through integration of ---------- academic and vocational subjects, and through orientation toward work and careers.

106-C Promote Coordination and Balance between Vocational and General Education Program.

#132 Must be able to assess needs of business and industry for new programs.

132-A Must be able to design and conduct a needs assessment.

132-B Must be able to identify economic changes and relate changes to vocational programs.

132-C Must be able to state the qualifications required for entry into specific occupations.

132-D Implementing Career Education Programs. IL

#136 Must be familiar with the provisions of the state plan for vocational education.

136-A Administrative Provisions

136-B Fiscal Control and Fund Accounting Procedures.

136-C State Vocational Education Programs.

136-D Vocational Education for the Disadvantaged.

136-E Vocational Education Research and Personnel Training.

136-F Exemplary Programs and Projects.

136-G Residential Vocational Education Schools.

136-H Consumer and Homemaking Education.

136-I Cooperative Vocational Educational Programs.

136-J Work Study Programs for Vocational Education Students.

#150 Must develop and maintain a laboratory safety program based on legal requirements and safety standards.

#151 Must organize the staff for effective counseling and guidance.

APPENDIX C

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

(X Indicates which areas were contracted)

TWELVE MAJOR COMPETENCY AREAS
FOR WHICH MODULES ARE TO BE DEVELOPED

X 1. Must be able to organize and coordinate the activities of teachers, curriculum specialists, and consultant and advisory committees in Curriculum Development.

X 2. Must be able to organize and direct the total vocational program.

3. Must be familiar with current trends of business, industry, and education in the local area, region, and nation.

X 4. Must be able to organize and direct a program of inservice education.

X 5. Must be able to establish linkages with business and industry.

X 6. Must be familiar with the legal status, function and purpose of advisory committees.

X 7. Must be able to translate educational programs into facility requirements.

X 8. Must be able to develop a system for evaluating instruction.

9. Must be familiar with Federal, State and Local Legislation, Policies, and procedures pertaining to Personnel Management.

10. Must be able to identify sources of fiscal support for vocational education.

11. Must be knowledgeable of the principles of school administration.

X 12. Must be able to establish and maintain linkages between vocational education and general education.

APPENDIX D

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701

DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

May 5, 1976

REQUEST FOR CONTRACTS

To:

From: Dr. Charles I. Jones, Department Chairman
and Director of Competency-Based Education
Department of Occupational, Adult and
Safety Education
Marshall University
Huntington, West Virginia 25705

Through a research grant funded by the United States Office of Education, Department of Health, Education, and Welfare, the Occupational, Adult and Safety Education Department of Marshall University is involved in a project to develop a Competency-Based Curriculum for Administrators of Vocational Education programs.

In a project sponsored by the West Virginia Bureau of Vocational, Technical and Adult Education and conducted by North Carolina State University, 149 competencies have been identified as essential for a Vocational Administrator to possess in order to perform his job successfully. The Occupational, Adult and Safety Education Department of Marshall University has taken these 149 competencies and has grouped them into 30 major competency areas. Each of these areas is to be reviewed, researched and developed into Competency-Based individualized instructional modules.

The Director of Competency-Based Education of the Occupational, Adult and Safety Education Department of Marshall University, acting as the Contracting Agent, is asking for interested persons to select from the 12 major competency areas listed and attached to this announcement, one (1) or more areas. It will be necessary (1) for the interested parties to select the area(s) from which the module(s) is to be developed; (2) submit a letter stating your interest in developing this/these modules; and (3) include with the letter a recent data sheet detailing coursework, work experience and publications in the competency area(s) that would provide you with the unique qualifications and capabilities to write a module(s) in the chosen competency area(s). This letter and data sheet must be sent or delivered to the following address no later than June 1, 1976:

Patricia Lawson, Coordinator
Competency-Based Education
OAS Department
Marshall University
Huntington, W. V. 25701

The person chosen to develop this/these module(s) will be awarded $500.00 for each module developed and submitted to the Contracting Agent. Each Competency-Based individualized instructional module must follow the criteria stated in the Work Statement.

Time Schedule

Letter and data sheet to be sent and received by	June 1, 1976
Award and Notification of Contract by	June 15, 1976
Due Date of Completed Module	August 1, 1976

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

DEVELOPING A COMPETENCY-BASED INDIVIDUALIZED INSTRUCTIONAL MODULE

STATEMENT OF WORK

The Contractor Shall:

SELECT A MAJOR COMPETENCY AREA FROM THE LIST OF TWELVE GIVEN AND DEVELOP A COMPETENCY-BASED INDIVIDUALIZED INSTRUCTIONAL MODULE.

Develop a Terminal Objective which identifies the competencies the learner will be expected to achieve upon completion of the module.

Develop a series of tasks (enabling objectives) for each competency to be achieved by anyone working through the module.

Develop a Pre-Assessment (Pre-Test) and Post-Assessment (Post-Test)--The former to determine advance standing and to permit the student to skip part or all of the module if he/she possesses the necessary competencies, and the latter to determine final standing, and identify the segments of the module in which the learner is deficient.

Write an introduction for the unit to create interest in the material, specify basic assumptions and to clarify the "whys" for the module.

Develop learning activities to provide the student with the opportunity to achieve the specified objective; to enrich basic instruction; to provide optional routes in order to master the unit; and to give students the benefit through activity assessment feedback on his/her progress.

List all resource materials used in the unit to facilitate ease in identification and location. All resources should facilitate in mastering the objectives of the module. Proper credits in resource identification will prevent copywrite suits.

Write all materials at a reading level appropriate for graduate students.

Be sure that any technical information included in the unit is accurate and up to date.

Develop the material so that sequential learning and continuity exists between various segments.

Be certain no sex or racial bias exists in the module.

Follow the sample format provided by the Contracting Agent for development of all components as to placement on the paper and order of sequence.

Include in the appropriate place as found in the sample format a description of the content of the module and procedure for working through the module.

Produce a title to identify the particular area covered by the module. The title will follow the format of the sample module.

Develop a Competency Sheet to be included in the module which (1) lists the competencies the learner will posses upon completion of the module; (2) lists and describes the Tasks the learner will achieve; (3) describes the activities the learner will participate in or complete; and (4) lists the resources the learner will be required to or find beneficial to use. The Competency Sheet is required by the State of West Virginia to be included in the Competency-based curriculum materials.

Identify in a separate writing, any activity other than reading or responding through written communication that is required in the module. In these instances where seminars, site visitations, workshops, etc., are required with the instructor directing the activity, the contractor is to note the activity in which this participation is needed and list it in the separate writing.

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701
DEPARTMENT OF OCCUPATIONAL ,
ADULT AND SAFETY EDUCATION

DEVELOPING A COMPETENCY-BASED
INDIVIDUALIZED INSTRUCTIONAL MODULE

The Contracting Agent:

Will furnish sample modules whose formats are to be followed concerning placement of content material on the page, appropriate choice of paper color for different sections and adherance to Campbells Forms and Style.

Will furnish copies of POP Kit numbers 3.1 Student Performance Objectives, and 3.2 Domains of Learning, by the Illinois Office of Education Division of Adult, Vocational and Technical Education. These are to be reviewed as aids in writing performance objectives. These materials were used to develop the sample module whose format is to be followed.

Will furnish a list of 12 competency areas from which the contractor is to choose (1) one or more areas and will develop a module(s).

Will pay to the contractor the sum of $500.00 for a completed module dealing with one of the 12 (twelve) competency areas listed. This module will have fullfilled all of the requirements identified in the work statement.

Will recommend in writing any technical changes to be made that would alter the work statement.

Will answer in writing or by telephone any questions the contractor might have concerning the responsibilities of the contractor or the contracting agent. (Telephone No. 304-696-2380)

Request for Contract Letters were sent to the following:

State Department of Educations

Region III

W.V.

Mr. John Hill
Personnel Development Coordinator
Education Professional Development
State Department of Education
Charleston, WV 25305

Maryland

Dr. Melvin Garner
State Department of Education
P.O. Box 8717
Friendship International Airport
Baltimore, Maryland 21240

Virginia

Ms. Maude Goldston
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Richmond, Virginia 23216

D.C.

Ms. Josie Cole
Personnel Development Coordinator
State Board for Vocational Education
D.C. Public School System
Washington, D.C. 20004

PA

Dr. Charles Lebo
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
Box 911
Harrisburg, PA 17126

Delaware

Dr. William Curlott
Personnel Development Coordinator
Department of Public Instruction
The Townsend Building
Dover, Delaware 19901

Region IV

Georgia	Ms. Marion Scott Personnel Development Coordinator State Board for Vocational Education State Department of Education Atlanta, Georgia 30334
Alabama	Ms. Ruth Stovall Personnel Development Coordinator State Board for Vocational Education State Department of Education Montgomery, Alabama 36104
Florida	Mr. Walter Wray Personnel Development Coordinator State Board for Vocational Education State Department of Education Tallahassee, Florida 32304
Kentucky	Mr. Robert Spillman Personnel Development Coordinator Bureau of Vocational Education Capital Plaza Tower Frankfort, Kentucky 40601
Mississippi	Mr. J. Harold McMinn Personnel Development Coordinator State Board for Vocational Education State Department of Education Jackson, Mississippi 39025
N Carolina	Mr. V.B. Hairr Personnel Development Coordinator State Board for Vocational Education State Department of Education Raleigh, North Carolina 27611
S Carolina	Mr. Verner Burkett Personnel Development Coordinator State Department for Vocational Education Room 912 - Rutledge Building Columbia, South Carolina 29201

Tennessee

Mr. Robert N. Claxton
Personnel Development Coordinator
State Board for Vocational Education
State Department of Education
205 Cordell Hall Building
Nashville, Tennessee

Region V

Minnesota

Mr. John Van Ast
EPDA Part F Coordinator
Division of Vocational-Technical Education
State Department of Education
Capitol Square Building
St. Paul, Minnesota 55101

Wisconsin

Mr. Roland Krogstad
EPDA Part F Coordinator
Wisconsin Board of Vocational
Technical and Adult Education
Hills Farms State Office Building
4802 Sheboygan Avenue - 7th Floor
Madison, Wisconsin 53702

Illinois

Richard Hofstrand
Head Consultant for Inservice Education
State Department of Education
Division of Adult, Vocational and Technical Ed.
Springfield, Illinois 62706

Indiana

Dr. Mary Jenet Penrod
Personnel Development Coordinator
Division of Vocational Education
120 W. Market - 16th Floor
Indianapolis, Indiana 46204

Ohio

Dr. Darrell Parks
EPDA Part F Coordinator
Division of Vocational Education
State Department of Education
612 State Office Building
65 South Front Street
Columbus, Ohio 43215

Michigan

Mr. Karl Stearns
EPDA Part F Coordinator
Division of Vocational Education
and Career Development Services
State Department of Education
P.O. Box 928
Lansing, Michigan 48904

APPENDIX E

LIST AND TITLE OF PERSONS WHO WORKED AS CONSULTANTS IN DEVELOPING NOTES FOR COMPETENCY AREAS LISTED UNDER SECTION 8, PARAGRAPH 9

Area 1
(Communication)

Dr. Charles Rhodes, Assistant Director
James Rumsey Vocational Technical Center
RFD 6, Box 268
Martinsburg, West Virginia 25401

E. Norman Sims
Coordinator of Information Dissimination
Bureau of Vocational Education
2007 Capitol Plaza Tower
Frankfort, Kentucky 40601

Mr. Dave Helgager
Program Development
Room 221
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia 25301

Area 2
(Business and Industry)

Tom Wilmink
Research Project Leader
Huntington Alloys Inc.
Guyan River Road
Huntington, West Virginia

David Groves
Assistant Director of Vocational Education
Cabell County Career Center
Huntington, West Virginia

Harry Newman
Coordinator of Non-Exempt Employees
Ashland Oil Company
Ashland, Kentucky

Area 3
(School Administration)

Mr. William Baker
Raleigh County Superintendent
105 Adair Street
Beckley, West Virginia 25801

Mr. Sidney Linville
Putnam County Assistant Superintendent
Winfield, West Virginia 25213

Mr. Jim Brown
Ritchie County Superintendent
217 W. Main Street
Harrisville, West Virginia 25362

APPENDIX F

MARSHALL UNIVERSITY
HUNTINGTON, WEST VIRGINIA 25701

DEPARTMENT OF OCCUPATIONAL
ADULT AND SAFETY EDUCATION

September 8, 1976

REQUEST FOR CONSULTANT AID

The Department of Occupational Adult and Safety Education of Marshall University is involved in a project to develop a Competency-Based Curriculum for Vocational Administrators. This Curriculum is to develop around 30 competency areas which had been previously identified in a separate study.

An area with which you are familiar and for which we are developing an individualized learning module requires that a Vocational Administrator be familiar with current trends of business, industry, and education in local area, region, and nation. Because of your expertise in this area we would like for you to work with us as a consultant by covering the following:

1. The tasks an administrator must perform with reference to current trends of business, industry, and education.

2. Specific objectives that must be defined as a course to follow to achieve competency in the area mentioned.

3. Scope of content one would include in the individualized module that would outline the least acceptable understanding of the area one could possess yet still function adequately.

4. Suggested list of printed material to be read, field trips and cite visitations to be taken and persons to be interviewed.

The fee for your services would be $100.00 for an eight hour period. This eight hour period could comprise one day or be broken up into a series of shorter sessions.

Please let us know if you think you would be interested in working with us as a consultant on this project

Yours very truly,

Patricia Lawson, Coordinator
Competency Based Education

PAL:drr

APPENDIX G
(One Copy of Each Module Bound Separately)